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## Examining Restraint, Isolation, and Seclusion: The Process, the Literature, and the Data of a Research-Based LEND Leadership Project

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## Examining Restraint, Isolation, and Seclusion:

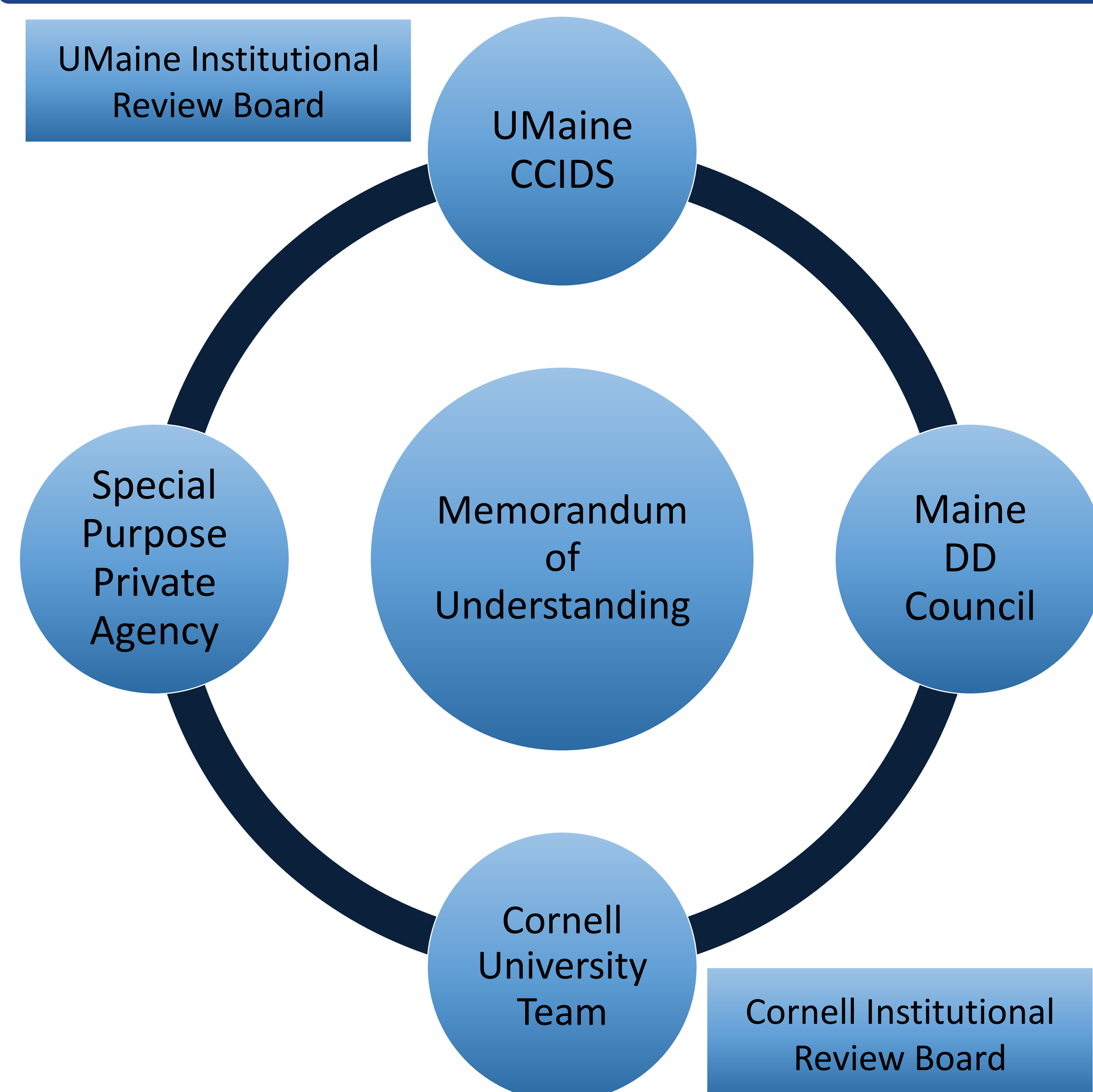
### The Process, the Literature, and the Data of a Research-Based LEND Leadership Project

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#### Background

- The University of Maine's Center for Community Inclusion and Disability Studies (CCIDS) embarked on a study, funded by the Maine Developmental Disabilities (DD) Council, to analyze the effect of increased support and training may have in reducing restraints, isolation, and seclusions at a private agency with residential and educational programs in various cities in Maine.
- Across all of its sites, this private agency has been utilizing Therapeutic Crisis Intervention (TCI), a comprehensive crisis management program, designed by researchers at Cornell University. A team from Cornell is currently providing additional training in TCI implementation to agency staff at a specific site.
- CCIDS's goal is to determine if increased support at one site will lead to improved outcomes, as compared to the sites that do not receive this training.
  - Student outcomes are measured by analyzing data received on restraints, seclusions, and isolations at each site, including the number of each incident type, length of incidents, and types of restraints used.
  - Staff outcomes are determined by staff participation in periodic job satisfaction surveys, inter-reporter reliability in reporting incidents, the number of claims for worker's compensation, and staff turnover data.
- My role in the project was to assist in editing the research proposal, attend meetings, complete a literature review, and compile the baseline data in SPSS.

#### Entities Involved



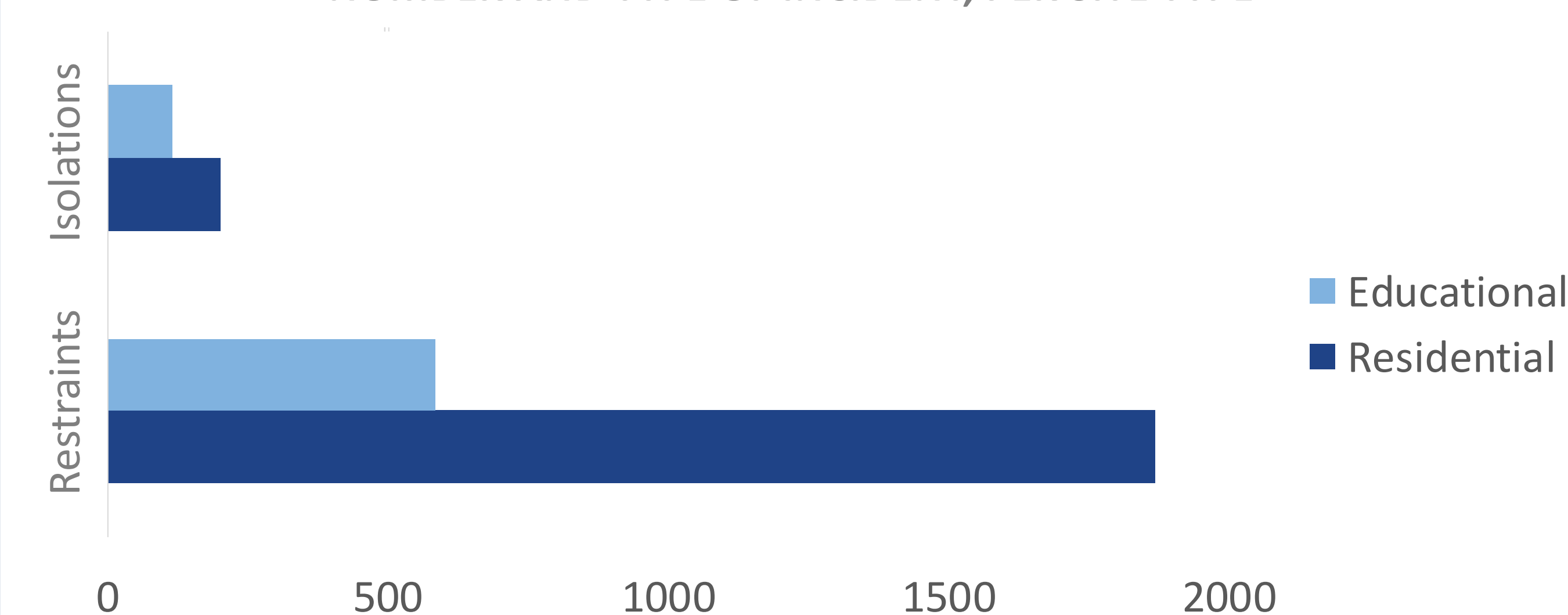
#### Summary of the Literature Review

- Research examining the effectiveness of therapeutic interventions is limited.
- A small number of studies have analyzed the impact of direct training on the perceived competence of staff in implementing crisis intervention strategies and shown positive improvements in staff confidence (e.g., Lamanna, 1992; Nunno, Holden, & Leidy, 2003).
  - Other studies have indicated that receiving TCI training does not demonstrate improved performance and knowledge of TCI or a lessened perception of job stress for staff (Bitton & Rapjpurkar, 2015; Eenshuistra, Harder, & Knorth, 2019).
- Couvillon et al. (2010) found most comprehensive crisis intervention programs were comparable in terms of components, including types of restraints, safety procedures, certification, and documentation.
  - However, there is no consensus among comprehensive crisis intervention programs as to how to determine when staff has achieved competency.
- One study gathered longitudinal data on student outcomes with crisis intervention over the course of six years at a special purpose private middle and high school. High schoolers were noted to require fewer crisis interventions than middle schoolers; however, they experienced slightly longer episodes of restraint and seclusion. Variability in the duration of restraint and seclusion was attributed to individual students (Villani, Parsons, Church, & Beetar, 2012).

#### Hypotheses & Baseline Data

- Staff at one site will receive support from the Cornell Team on implementing TCI with fidelity while other sites will serve as research controls. The hypothesis is that the staff who receive additional training will report increased job satisfaction and as a result the site will experience fewer claims for worker's compensation and staff turnovers.
- The second hypothesis is that incidents of restraint, isolation, and seclusion will also decrease in frequency and length due to additional staff training.
- The Cornell Team's intervention will be delivered between 4-6 months during spring 2020.
- The agency has provided CCIDS with five months of baseline data, prior to receiving the Cornell team's support.

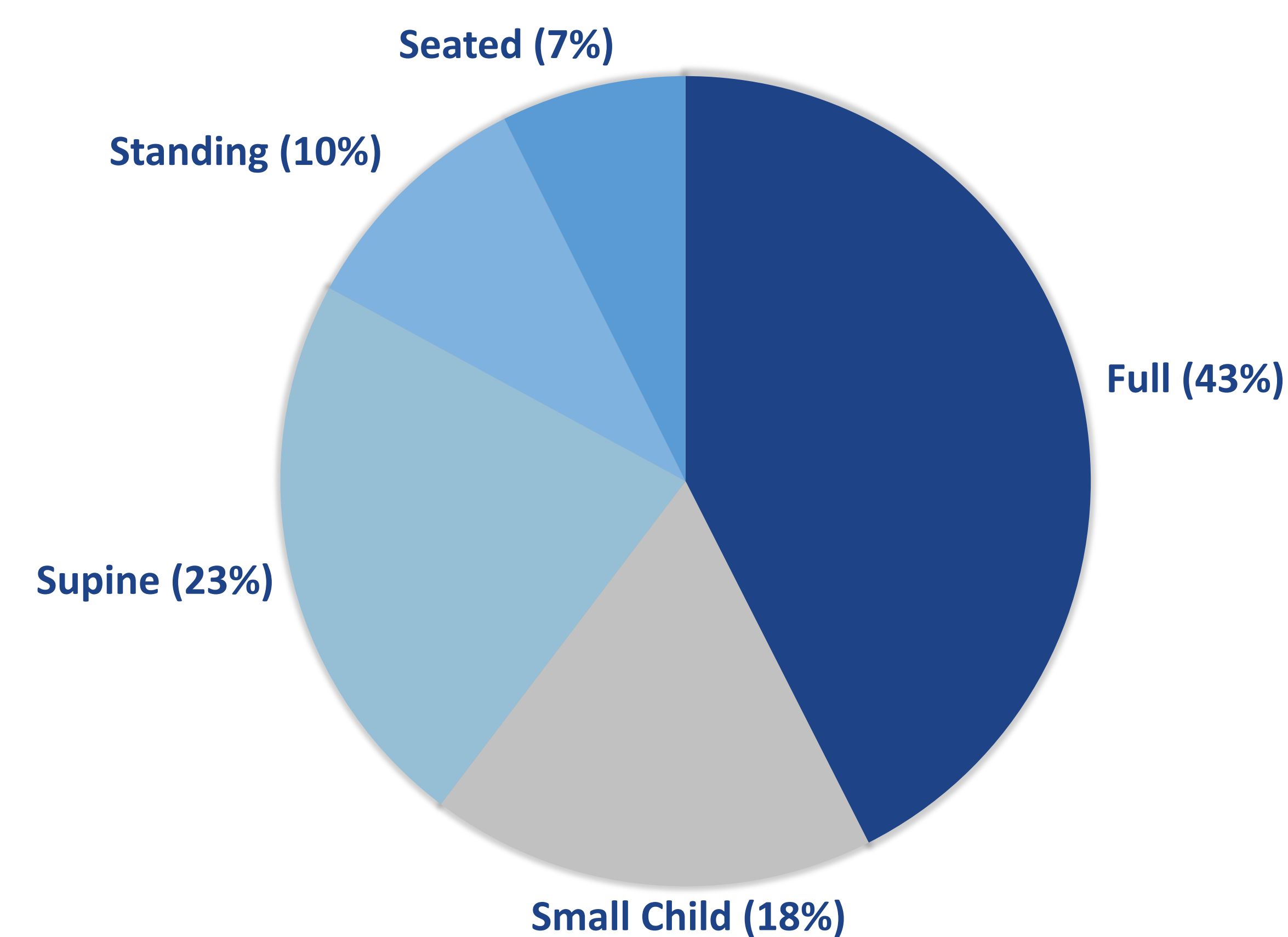
NUMBER AND TYPE OF INCIDENT, PER SITE TYPE



Average Minutes of Restraint and Isolation, Per Site Type

	Educational	Residential	All Sites
Restraint	14.08	13.70	11.81
Isolation	.46	.14	.21

TYPES OF RESTRAINTS USED



#### Next Steps

##### Timeline for the study:

- Data on incidents of restraint, isolation, and seclusion will continue to be collected from the agency's sites for a period of 18 months.
- Staff members who have consented to participate in the research will complete periodic job satisfaction surveys and participate in interviews to determine inter-reporter reliability on details of incidents reported. CCIDS will also collect data relating to worker's compensation claims and staff turnover.
- Other variables, such as the staff member's years of experience in human services, may also be considered in data analysis.